



Autumn 2		
KS1	Mechanisms – Sliders and Levers moving Christmas card How can mechanisms improve a product for the user?	
	Year 1	Year 2
	L1: What is a mechanism? L2: What is the difference between a lever and a slider? L3: How do we design a winter card with a moving part? L4: Can you select the appropriate tools to cut and join your product? L5: Is your product suitable for the user?	L1: What is a mechanism? L2: What is the difference between a lever and a slider? L3: How do we design a winter card with a moving part? L4: Can you select the appropriate tools to cut and join your product? L5: Is your product suitable for the user?
<b>Key Concepts to assess</b>	L1: Children understand that different mechanisms produce different types of movement. L2: Children understand the difference between sliders and levers. L3: Children can design a product with a slider or lever and can explain the purpose. L4: Children can select from PVA glue, glue sticks and scissors to cut and join materials (card and paper) with adult guidance. L5: Children can state if their card is suitable for the intended user and purpose.	L1: Children understand that different mechanisms produce different types of movement. They can describe what a mechanism is and how it works. L2: Children understand the difference between sliders and levers and can compare them and say how they are similar and different. L3: Children can design a product with a slider or lever and can explain the user and purpose. L4: Children can independently select from PVA glue, glue sticks and scissors to cut and join materials (card and paper). L5: Children can state if their card is suitable for the intended user and purpose and why.
<b>Vocabulary</b>	slider, lever, pivot, slot, guide, mechanism, evaluate	slider, lever, pivot, slot, bridge/guide, function, mechanism, evaluate, appeal
<b>Experiences</b>		
<b>SMSC</b>	Cultural – during the autumn unit of sliders and levers we make Christmas/winter cards and discuss respect and tolerance for those children who do not celebrate Christmas	
<b>British Values</b>		
<b>School Values</b>	Consideration – for the user Honest – when evaluating products Resilient – things go wrong and we need to work past this to fix the problems and re-think.	



Spring 2		
KS1	Cooking and Nutrition – Preparing fruits and vegetables (making a fruit salad) How can you create an appealing and healthy product?	
	Year 1	Year 2
	L1: Why should we eat healthy food? L2: Can you evaluate a range of fruit and talk about the journey it takes from the farm to your home? L3: Can you design a healthy fruit salad? L4: Which techniques will you use to make your fruit salad? L5: Have you created an appealing and healthy product?	L1: Why should we eat healthy food? L2: Can you evaluate a range of fruit and talk about the journey it takes from the farm to your home? L3: Can you design a healthy fruit salad? L4: Which techniques will you use to make your fruit salad? L5: Have you created an appealing and healthy product?
<b>Key Concepts to assess</b>	L1: Children understand and use basic principles of a healthy and varied diet. L2: Children have an understanding that food comes from different countries and can be grown. L3: Children can design a healthy snack and can explain the purpose. L3: Children can select from a variety of ingredients to create their product, considering the taste, colour and general appeal of the fruits. L4: Children can select from knives, graters, peelers and juicers to prepare common fruits and vegetables and can use these with some support. L5: Children can evaluate their own product considering its overall appeal as well as considering its effectiveness of being a healthy snack.	L1: Children understand and use basic principles of a healthy and varied diet. They can name the five food groups and name a range of fruits and vegetables. L2: Children have an understanding that food comes from different countries and can be grown. They can name some fruits and vegetables that can be grown in the UK and can say how they feel about it. L3: Children can design a healthy snack and can explain the user and purpose. L3: Children can select from a variety of ingredients to create their product, considering the taste, colour, general appeal of the fruits and whether they go well together. L4: Children can select from knives, graters, peelers and juicers to prepare common fruits and vegetables and can use these independently. L5: Children can evaluate their own product considering its overall appeal as well as considering its effectiveness of being a healthy snack. They can say how their product might be improved.
<b>Vocabulary</b>	Fruit, vegetable, roots, stems, leaves, utensil, knife, grater, grating, peeler, slicing, peeling, cutting, squeezing, juicing, evaluate, appeal	Fruit, vegetable, roots, stems, leaves, utensil, knife, grater, grating, peeler, slicing, peeling, cutting, squeezing, juicing, evaluate, appeal, design, plan
<b>Experiences</b>		
<b>SMSC</b>		
<b>British Values</b>		
<b>School Values</b>	Consideration – for the user Honest – When evaluating products. During our food topic we teach honesty and responsibility when we talk about where food is grown and the journey it takes to get from the farm to our homes. We also discuss how healthy we are with the foods we consume. Resilient – things go wrong and we need to work past this to fix the problems and re-think. Healthy – fruits as part of the balanced diet. Good food is good for our minds and bodies.	



Cherry Tree Academy Medium Term DT Cycle A

Summer 2				
<b>KS1</b>	Structures – Freestanding structures (Zoo enclosures) How can you make a structure stronger, stiffer and more stable?			
	<table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td> <p>L1: What is a free-standing structure? What do zoo enclosures need to consider?</p> <p>L2: How can you make a free-standing structure stronger and more stable?</p> <p>L3: Can you design a free-structure for a purpose?</p> <p>L4: Can you select the correct materials to make your product and join it securely?</p> <p>L5: How does the enclosure appeal to the users?</p> </td> <td> <p>L1: What is a free-standing structure? What do zoo enclosures need to consider?</p> <p>L2: How can you make a free-standing structure stronger and more stable?</p> <p>L3: Can you design a free-structure for a purpose?</p> <p>L4: Can you select the correct materials to make your product and join it securely?</p> <p>L5: How does the enclosure appeal to the users?</p> </td> </tr> </tbody> </table>	Year 1	Year 2	<p>L1: What is a free-standing structure? What do zoo enclosures need to consider?</p> <p>L2: How can you make a free-standing structure stronger and more stable?</p> <p>L3: Can you design a free-structure for a purpose?</p> <p>L4: Can you select the correct materials to make your product and join it securely?</p> <p>L5: How does the enclosure appeal to the users?</p>
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<b>Experiences</b>				
<b>SMSC</b>				
<b>British Values</b>	Rule of law – we discuss the rules for keeping animals both at home and at zoos.			
<b>School Values</b>	<p>Consideration – for the user</p> <p>Honest – when evaluating products</p> <p>Resilient – things go wrong and we need to work past this to fix the problems and re-think.</p>			